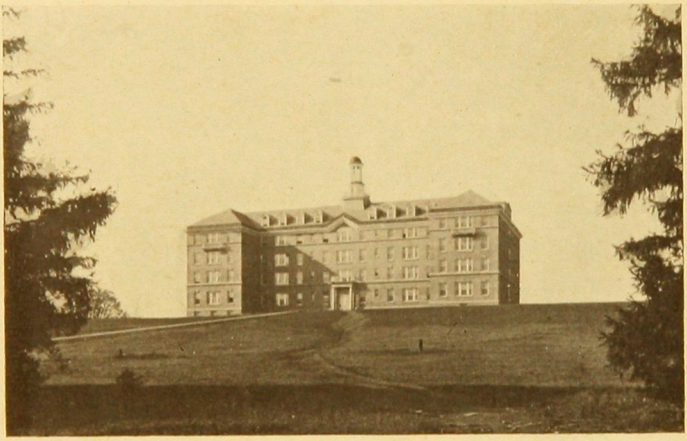
TENTH SUMMER SESSION OF
MIDDLEBURY COLLEGE

JULY 6—AUGUST 16
1918

MIDDLEBURY, VERMONT
FEBRUARY
1918



Hepburn Hall

ANNOUNCEMENT

THE Tenth Summer Session of Middlebury College will open to receive students on Saturday, July 6, 1918, and will close on Friday, August 16. Classes meet daily, Monday to Friday, inclusive, with the exceptions noted under certain courses. On Saturdays libraries and laboratories will be open to students, but class exercises will not be held.

The Summer Session offers courses similar in character of instruction and in standards maintained to the courses given by Middlebury College in regular sessions of the academic year. The instructors are selected from the faculty of the college and from teachers of known efficiency in special fields.

While the Summer Session is open to all persons of sufficient maturity to profit by the courses offered, a large proportion of those who enroll are engaged professionally in education, either as teachers or school officers, and the work of the Department of Pedagogy makes a special appeal to such. Middlebury leads the New England colleges in the proportion of students enrolled in courses in education, and stands near the head in point of actual numbers.

How can you invest six weeks of your vacation more pleasantly or to better advantage than by attending the Tenth Summer Session of Middlebury College?

OFFICERS OF ADMINISTRATION

John Martin Thomas, d. d., ll. d.	*President*
Raymond McFarland, a. m.	*Director*
Ruth Ellen Wright	*Secretary*
Bertha Alice Merrill, a. m.	*Social Director*
Mrs. William Mills	*Matron*
Mrs. Maud O. Mason	*Matron*

OFFICERS OF INSTRUCTION

Raymond McFarland — *Education*

A. B., Amherst College, '97; A. M., Yale University, 1902; Superintendent and teacher in Maine secondary schools, 1897-1901; Instructor, State Normal School, Castleton, Vt., 1902-03; Principal of Leicester Academy, Mass., 1903-08; Ithaca High School, N. Y., 1908-09; Assistant Professor of Secondary Education, Middlebury College, 1909-11; Professor of Secondary Education, 1911- ; Instructor at Summer Session, University of Virginia, 1915; Instructor at Summer Session, New York University, 1916; Director of the Summer Session, Middlebury College, 1912-14, 1917-18. Author: "A History of the New England Fisheries," 1910; "Secondary Education in Vermont," 1911.

Frank William Cady — *English*

A. B., Middlebury College, 1899; A. M., 1903; B. Litt. Oxford University, 1908. Principal of Chester High School, 1900-01; Francestown Academy, N. H., 1901-04; Research Student at Oxford University, 1904-06; Professor of English Language and Literature, McKendree College, Illinois, 1906-09; Assistant Professor of English, Middlebury College, 1909-17; Professor of English, 1917- . Editor of Peele's "Old Wives' Tales," 1916.

Frank Eugene Howard — *Education*

A. B., Michigan State Teachers' College, 1907; A. M., Clark University, 1911; Ph. D., 1912. Teacher and Principal in public schools, Michigan, 1900-05; Superintendent of Schools, Manchester, Mich., 1907-10; Fellow in Psychology, Clark University, 1910-12; Professor of Education, Berea College, 1912-13; Professor of Education and Director of Summer Sessions, Nebraska Wesleyan University, 1913-15; Instructor in Education, Middlebury College Summer Sessions, 1913, 1916; Assistant Professor of Pedagogy, Middlebury College, 1915- . Author of "The Junior High School," 1916.

ARTHUR RANDALL DAVIS *Chemistry*

A. B., Wesleyan, 1915; Instructor in Chemistry, Middlebury College, 1915-18; Assistant Professor of Chemistry, 1918- ; Member of the American Chemical Society; Member of the American Association for the Advancement of Science.

HENRY WELLS LAWRENCE, JR. *Social Science*

A. B., Yale, 1906; M. A., Yale, 1907; Ph. D., Yale, 1910; Holder of Macy Fellowship in Yale Graduate School, 1906-09; Student at the University of Paris, 1909; Assistant in History, Yale College and Sheffield Scientific School, 1906-07, 1909-10; Acting Professor of History, University of Vermont, 1910-11; Instructor in History, Dartmouth College, 1911-17; Director of Lawrence Recreation Park, Pittsburgh, Pa., summer of 1913; Associate Director of the Dartmouth Summer Session, 1913-14; Assistant Professor of History, Middlebury College, 1917- . Member of the American Historical Association.

MINNIE HAYDEN *Music*

Pupil of Mme. Edna Hall and Charles R. Adams, Boston, Signor Panzani, Florence, Italy, and Franklin Clives, London, England; Teacher of the Art of Singing, Steinert Hall, Boston; Head of the Department of Music, Middlebury College Summer Sessions, 1913-18.

H. P. WILLIAMSON DE VISME *French*

B. S., Middlebury, 1896; A. M., 1897; Instructor in French and German, Rugby School, Kenilworth, Ill., 1897-99; Graduate Student and Instructor in French, Princeton University, 1899-1900; Assistant in French, University of Chicago, 1900-07; Associate in French, 1901-03; Instructor in French, 1903-07; Assistant Professor of French, 1907-13; Directeur de l'Alliance Française, 1906-07; Founder and Director de l'Ecole du Château de Soisy, Soisy-sous-Etiolles, France, 1912- ; Editor, "Easy French Stories," and Mérimée's "Columba"; Head of the Department of French, Middlebury College Summer Sessions, 1914, 1916, 1918.

GLADYS LOTT *Dramatic Expression*

Graduate Girls' Latin School, Boston, 1910; Leland Powers' School of the Spoken Word, Boston, 1912; Reader and Teacher of Expression, New York and Boston, 1913- ; Instructor in Dramatic Expression, Middlebury College Summer Sessions, 1915-18.

JULIÁN MORENO-LACALLE *Spanish*

A. B., University of St. Thomas, Manila, P. I., 1895; Graduate Student, same, 1896-97; Student, Royal College of Superior Studies of Maria Cristina, The Escurial, Spain, 1897-98; Student, Institute Concordia, Zurich, Switzerland, 1899; Instructor in

charge of Advanced and Intermediate courses in Spanish, Spanish American Atheneum, Washington, D. C., 1912; Translator and Editor, Pan-American Union, Washington, D. C., 1906-12; Instructor, Department of Modern Languages, U. S. Naval Academy, Annapolis, Md., 1914- ; Head of the Department of Spanish, Middlebury Summer Sessions, 1917-18. Author: "El Centenario de la Independencia de Venezuela," 1911; "El Norte de la Patagonia," Spanish translation, 1914; "Elementos de Espanol—An Inductive Spanish Grammar, Sanborn (in press).

G. D. DE LA JARRIE — *French*

B. ès L., B. ès S., M. D., (Faculty of Paris); Attaché of the "Mission Pavie," (1885-86); Elected Officier d'Academie, (1900); Corresponding Member of the Ministry of Public Instruction, France, (1905), and of the Academy of Inscriptions and Belles Lettres, (1906); Officer of Public Instruction, (1910); Head of the Department of French, Middlebury College Summer Session, 1917. Author of "Six months in India," "Tales and Legends of Provence," "The Estérel in the quarternary period," "Archeological researches in Celto-Liguria," "Fréjus and its antiquities," "Gallo-Roman tombs in the department of Var," etc.

JOSÉ MARTEL — *Spanish*

A. B., University of Seville, Spain, 1898; Graduate, Normal School of Seville, 1905; Teacher in the Spanish Army, 1905-08; Professor of Spanish, Spanish American Atheneum, Washington, D. C., 1913; Instructor in Spanish, United States Naval Academy, Annapolis, 1913- ; Instructor in Spanish, Middlebury College Summer Sessions, 1917-18.

HARRIS G. SHAW — *Music*

Pupil of Carl Baerman, Piano; Everett Truette and Wallace Goodrich, Organ; Harry Rodman, Louis Elson and Benjamin Cutler, Harmony and Counterpoint; Edward Morris Bowman of New York, Composition; one season in London and Paris under Widor and Hollis; Director of Music in Harvard Summer School, 1914; Organist and Choir Master, Second Universalist Church, Boston, 1912-17; Instructor in Instrumental Music, Middlebury College Summer Sessions, 1917-18.

MOLTON AVERY COLTON — *Spanish*

A. B., Yale, 1898; Graduate Student and Instructor in French, Yale University, 1898-1900; Student of Romance Linguistics, University of Halle, University of Berlin, and the Sorbonne, 1903-16; Student in Paris, Madrid and Valladolid, 1908-09; Superintendent of Education in the Philippines, 1900-03; Teacher of French, German and Spanish, Thacher School, 1906-07; Head of Department of Romance Languages, Randolph-Macon Woman's College, 1907-08; Instructor in French and Spanish, U. S. Naval

Academy, 1909- ; Instructor in Spanish, Middlebury College Summer Session, 1918. Author: "La Phonetique Castillane," Paris, 1909; "How Shall We Teach English to the Filipino," Bureau of Education, P. I., 1900; and various reports on public schools in the Philippines.

FÉLIPE JANER SOLER *Spanish*

B. A.; Ph. G., Ohio Institute of Pharmacy; Normal Diploma, Central University of Madrid, Spain; President, Secondary Institutes at San Lorenzo, Guayama and San Juan, P. R.; Former Principal Normal School of Porto Rico; Appointed Professor of Pedagogy, Civil Institute of Porto Rico; Professor of History, Summer Normal School, San Juan (1900); Acting Dean, University of Porto Rico, 1917; Recommended for degree of D. Ped., University of Porto Rico; Instructor in Spanish, Middlebury College Summer Session, 1918. Author of educational texts.

THOMAS GODDARD WRIGHT *English*

B. A., Yale College, 1907; M. A., 1908; Ph. D., 1917; Assistant in English, Sheffield Scientific School, Yale University, 1908-11; Instructor in English, Summer Session of University of Maine, 1911; Head of English Department, Middlebury College Summer Session, 1918. Part author of "English Composition in Theory and Practice" by Canby and Others, 1909; Revised Edition, 1912. Collaborated on the Glossary of "The College Chaucer," edited by President H. N. MacCracken, 1913. Author of "Exercises in the Use of the Dictionary" (in press) and "Literary Culture in New England, 1620-1730" (in press).

LÉA EMILIE SURLEAU *French*

B. C., Académie de Besançon, Université de France; Certificats de la Faculté des Lettres de la Sorbonne for courses in French Literature; Student at the College de France and at the Université des Annales, Paris, and in different countries of Europe in Languages, Music and Art. Instructor in French, Washington Seminary, Washington, Pa., 1902-15; Head of the French Department at the Emma Willard School, Troy, N. Y., 1905-18; Instructor in French, Middlebury College Summer Session, 1918. Author of "French Plays for Children."

AMY A. BERNARDY *Italian*

Ph. D., in Literature and Philology, University of Florence, Italy; in Palaeography and Diplomatics, University of Florence; Special Degree in History of Art and Archaeology, University of Rome, 1904; Head of Italian Department, Smith College, 1905-08; Special Commissioner on Emigration of Italian Women and Children to United States, Switzerland, etc., 1908-11; War Work for Italian Government, 1915-18; Corresponding Member of "Archivio Storico Italiano," "Comitato Nationale per la Storia del Risorgimento,"

"Deputatione Storica per le 'Marche,'" etc.; Head of the Italian Department, Middlebury College Summer Session, 1918. Author of "Italia Randagia," "La Via dell' Oriente," "Venetia e il Turco," "Carteggi San Marineti," etc.

MARGUERITE BILLARD — *French*

Diplome d'Etudes secondaires, 1911; Student at University of Berlin, 1911-1914; High School Instructor, 1914-15; Student at Oxford; Teacher in New York City, 1915-17; Instructor in French, Smith College, 1917-18; Instructor in French, Middlebury College Summer Session, 1918.

CAROLINA MARCIAL DORADO — *Spanish*

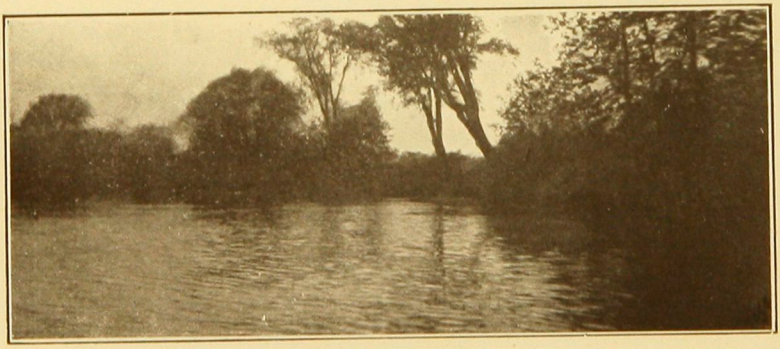
B. A., Instituto del Cardenal Cisneros, Madrid, 1907; Instructor in Spanish, Wellesley College, 1907-11; Assistant Professor of Spanish Literature, University of Porto Rico, 1911-17; Instructor in Spanish, Middlebury College Summer Session, 1918. Author of "Espana Pintoresca," 1917; "Primeras Lecciones de Español," 1918.

JANETTE LEONORA SMITH — *Physical Education*

Graduate Brattleboro High School, 1915; Sargent School of Physical Education, 1918; Playground Instructor, Brattleboro, Summers 1916-17; Instructor in Physical Education, Middlebury College Summer Session, 1918.

BALBINO DÁVALOS — *Spanish*

Formerly Secretary Mexican Embassy at Washington; Chargé d'affaires and Minister Plenipotentiary of Mexico in Portugal and Russia; Traveler in Latin-America; Professor of Spanish, University of Minnesota; Instructor in Spanish, Middlebury College Summer Session, 1918.



The Otter Creek

GENERAL DESCRIPTION

LOCATION

MIDDLEBURY COLLEGE is situated in a quiet New England village of the best type, about midway between the northern and southern borders of Vermont, on the main line of the Rutland Railroad, and is equally accessible from Boston, New York, and Montreal. A few miles to the east of the village rise the foothills of the Green Mountains, while the more rugged heights of the Adirondacks stretch across the western sky. The waters of the historic Otter Creek flow through the village and provide excellent boating toward the south. Abundant springs in the mountains furnish water of unexcelled purity. The college grounds of one hundred and fifty acres occupy a gentle slope rising above the village and are swept by the prevailing winds of summer and shaded by numerous trees.

PURPOSE

THE Summer Session is conducted to meet the needs of prospective teachers seeking pedagogical preparation for their work, high school instructors desiring special training in one or two branches, graduate students pursuing studies for one of the master's degrees, and experienced teachers working for professional advancement. Courses of instruction have been carefully arranged to meet the requirements of such students and of others whose interest is more general. College students, graduates, and non-collegiates from various states, as well as teachers, principals, and supervisors, are to be found yearly in the different classes of the Summer Session.

REGISTRATION

There is no examination for admission to the Summer Session, or to any of its courses. Any person, whether prepared for college or not, may take up studies from which he thinks he can derive benefit. All students must register before beginning class work. In registering, the student presents to the Director of the Summer Session, for his approval, a schedule of studies he desires to pursue, pays his fees, and has his admittance card signed by the Director. Upon presenting the card to the instructors, the student is regularly admitted to classes.

ORGANIZATION

Students are classified according to their purpose in pursuing courses and their qualifications for securing credits in three sections: (*a*) College Extension Section; (*b*) College Section; (*c*) Graduate Section.

Students may enter courses in any one of these sections, or in more than one, without examination, and without being candidates for a degree therein; but students who desire credits must indicate that fact when they register, and they must present evidence of their qualifications before they will receive credits for either baccalaureate or advanced degrees.

CREDITS

(*a*) College Extension Courses are pursued for their cultural values and will not be counted for credit toward degrees. Such courses are lettered *a*.

(*b*) Courses of the College Section are lettered *b* and may be counted by properly qualified candidates for two credits towards a baccalaureate degree, A. B., or B. S., for each full course satisfactorily completed.

(*c*) Courses of the Graduate Section are lettered *c* and may be counted by properly qualified candidates for two credits toward an advanced degree, A. M., or M. S., for each full course satisfactorily completed. Candidates in this section must hold a baccalaureate degree from Middlebury College or from a college approved by the Committee on Graduate Work.

Credits for more than three courses will not be given an undergraduate at a Summer Session.

Courses pursued for credits must be completed by an examination, which shall be of the grade and standard given in such courses in the academic year. Final examinations are optional with other students, but are desirable for all.

CERTIFICATES

Students satisfactorily completing their courses will be given, upon application, a *Summer Session Certificate* indicating the work done. These certificates of work completed in Summer Session are useful evidences of professional study, and often are accepted by examiners, school boards, and superintendents in lieu of examinations.

THE MASTER'S DEGREE

Graduate students are welcome in all courses in which work is sufficiently advanced to count for a Master's degree. Particularly in connection with the Department of Pedagogy, a fifth year of college study is recommended in preparation for teaching. To obtain the degree of Master of Arts or Master of Science, thirty credits will be necessary. These may be gained by attending not less than four summer sessions. The Committee on Graduate Work will pass upon the credentials and courses of candidates for the Master's degree.

SOCIAL LIFE AND ENTERTAINMENT

It is the policy of the officers of the Summer Session to furnish throughout the session free public lectures, recitals, and various forms of social and intellectual entertainment to students in attendance. The program of entertainments and social activities will be in charge of Miss Bertha A. Merrill, A. M., Social Director of the Summer Session. The first social function of the session will be a reception to the students in attendance. Provision will be made for lectures, musicales, recitals, games, plays and dances. One organ recital will be given weekly under the direction of the Department of Music. There will be an open hour for all members of the session at the gymnasium Saturday evenings under the direction of the instructor in Physical Education, Miss Janette L. Smith. Mention should be made of the group activities during the week of students in the several departments of instruction, especially in the Music and Language Groups.

OUT-OF-DOOR LIFE

Few colleges in the East offer so many attractive features as may be found at Middlebury in summer. The clientele of the Summer Session itself speaks volumes in praise of the high standard of academic work maintained through the session. The fact that in the first summer of the Great War the patronage at Middlebury increased, while that at most institutions of its kind in the East decreased, gives added evidence of Middlebury's commanding place in the educational world. To these excellent testimonials of the scholastic world is added the wholesome call of nature. On all sides and in generous abundance may be found attractions and activities that challenge the lover of nature and nature's ways.

The program of studies is arranged usually to leave afternoons and Saturdays free for recreation. This may be in the nature of short walks or longer hikes, boating and canoeing on Otter Creek or swimming and bathing at Lake Dunmore, mountain climbing expeditions to the virgin forests of the Green Mountains or automobile trips to distant points of historic and scenic interest. The Otter Creek Valley is filled with points of interest that appeal especially to students of history and art. Everybody should visit the famous cave of the Green Mountain Boys, the Ann Story monument, and the ruins of forts at Crown Point and Ticonderoga.

Little journeys are easily made to many points of interest, like Chipman Hill, Battell Park (east of the village), the falls of the Otter, the Government Morgan Horse Farm, and Beldens. It is a common practice for groups of students to spend an afternoon at the lake side, or in the mountain forests. Party lunches are provided by the matrons of the halls. Among the most enjoyable features of a summer's sojourn at Middlebury are the camp-fire suppers and informal picnics of these friendly groups. Longer excursions are made to more distant places, Mt. Philo, Grandview, Bread Loaf Inn, Lake Dunmore, Rattlesnake Point, Silver Lake, Falls of Lhana, Pleiad Lake, Ripton Gorge, Fern Lake, Ellen and Lincoln Mountains. Points of scenic and historic interest, such as Ausable Chasm, Ticonderoga, Lake George, and Lake Champlain, may be reached by railroad or automobile. Motor boat trips on Lake Champlain may be made from Long Point and Thompson's Point at slight cost. The improvement of roads and use of automobiles have greatly increased the number of interesting spots within the radius of a day's trip from Middlebury.

The college affords six tennis courts, three for men, conveniently located near the lockers and shower baths of McCullough Gymnasium, and three others near Pearsons Hall, which are reserved for women. The courts will be reserved by the college for the exclusive use of the summer students. No charge will be made for their use, or for that of the gymnasium and athletic field. Students should bring tennis rackets, nets, bathing and gymnasium suits, and baseball and golf supplies.

BUILDINGS AND GROUNDS

All the buildings and grounds of Middlebury College are devoted to the use of the students of the Summer Session. The Porter Athletic Field, eighty acres in extent, was opened for use in the spring of 1913, and furnishes fields for tennis, baseball, football, and track athletics. The old athletic ground, situated near the McCullough Gymnasium, on the campus, furnishes a convenient space for sports and is still patronized by summer pupils.

McCullough Gymnasium, a comparatively new building, is supplied with abundant locker rooms, shower baths, and equipment for students who play indoor games. All facilities for outdoor and indoor athletics are free to all students of the Summer Session.

Mead Memorial Chapel is used for the more important lectures, musical recitals and chapel exercises. In the Hall of Chemistry courses in Chemistry, English and French are conducted.

The Pedagogical Library is housed on the ground floor of the Chapel. Here may be found, in addition to a well-equipped educational library, current educational literature and files of leading magazines that relate to education. The Departments of Italian and History are located on the

second and third floors of this building. The office of the Director of the Summer Session is in the pedagogical suite on the ground floor at the left of the entrance.

Starr Library, with trained librarians in attendance, offers its facilities freely to all students of the Summer Session.

HALLS OF RESIDENCE

Pearsons Hall is a large white marble structure of colonial style, built in 1911 as a hall of residence for women. It is located on a commanding height overlooking the surrounding country in all directions. Close by is Battell Cottage, with rooms for thirty-two persons and a large dining-hall accommodating more than one hundred. Ample, shaded grounds adjoin Battell Cottage and Pearsons Hall, and the latter, besides containing single and double living-rooms, dressing and bath rooms, has a large social hall.

Hepburn Hall is a new dormitory of the college, erected in 1916. This building is fire proof in construction, and is situated on a commanding eminence slightly higher than the old college campus, which in turn overlooks the town. The windows of the new dormitory command views of surpassing beauty in all directions. In the hall of residence, rooms are arranged *en suite,* one commodious study adjoined by two well lighted and ventilated bedrooms, with separate toilet connected with each suite. The rooms are adequately equipped with new furniture specially purchased for this hall, of simple and pleasing design in solid oak. Towels and bed linen, with one pair of blankets, are supplied for each bedroom.

A loggia connects the residence hall with the refectory, above which is a beautiful social hall, handsomely furnished, appropriately decorated and provided with electric fans.

A special section of the building will be reserved for the men students and their instructors. Chairs and benches placed on the lawn around the house allow students abundant opportunity to read or study out-of-doors.

THE JUNIOR HIGH SCHOOL

A SPECIAL opportunity will be given to all teachers and superintendents who face the question of reorganizing secondary education to study both the literature and the practical problems involved, and to witness teaching of pupils of junior high school age in the demonstration or junior classes which will be conducted in French and Spanish, Physical Education, and Dramatic Reading.

Miss Janette L. Smith, instructor in Physical Education, will both direct the plays and games of the children and conduct a special course in physical education for the benefit of visiting teachers and school officers who are interested.

For further information on the children's classes, see the descriptions of courses in the departments of French, Spanish, Physical Education, and Dramatic Reading.

MIDDLEBURY METHOD

IN the last few years the Modern Language Department of the Summer Session of Middlebury College has attracted wide attention among language teachers throughout the country. The Middlebury method of teaching French and Spanish, as practiced in the French and Spanish Departments of the Summer Session, is direct, intensive and continuous. Students of these languages receive instruction in small groups from native teachers; they are constantly in an atmosphere of French, Spanish or Italian conversa-

tion, lectures, recitation and other social and intellectual activities. The native language is the language of the respective schools.

An Italian Department has been added to the list of Modern Language Departments for the season of 1918. The methods of the Italian Department will be similar to the methods that are maintained in the French and Spanish Departments. Italian will be the language of students at all times.

The plan of the English Department is in harmony with the progressive scheme of the other language groups. The object is to make the study of English language and literature a living, inspiring occupation. The instruction in Composition follows the laboratory method that has been developed so successfully at Middlebury. Dramatic Production will be made most valuable for teachers by its practical correlation with Shakespearian courses that are offered in the department. The work of the English Department is arranged in a cycle of courses covering a period of three years, as follows:

First year (1918): Shakespeare; English Poetry of the Nineteenth Century; American Poetry of the Nineteenth Century; Composition.

Second year (1919): Shakespeare's Contemporaries; English Poetry of the Eighteenth Century; The Development of the Novel in England and America; Composition.

Third year (1920): English Poetry before Shakespeare; English Poetry of the Seventeenth Century; English Drama since 1660; Composition.

FRENCH

Professor H. P. Williamson de Visme, Director of the Ecole du Château de Soisy, Soisy-sous-Etiolles, France, who

is a pioneer of direct language instruction at Middlebury, will again return from France to direct the French School. Professor Williamson de Visme will be assisted by Dr. G. D. de la Jarrie, Officer of Public Instruction of the French Government, and Mlle. Léa Emilie Surleau of the Emma Willard School, Troy, N. Y., and Mlle. Marguerite Billard of Smith College, Northampton, Mass.

The courses of instruction are designed especially for teachers of French and students who have already attained some proficiency in the language. No beginners' courses are offered. One of the chief objects of the school is to bring American teachers of French in direct contact throughout the session with native French teachers. Special emphasis will be paid to the acquiring of fluency and ease in French conversation. Every effort will be made to have the students instructed in small groups and to be in constant touch with the instructors from France at all times during the day. French will be the language of the school on all occasions, in the students' outside activities fully as much as in the class-room.

The morning hours will be devoted largely to class-room exercises, so as to leave afternoons comparatively free for recreation, excursions, social activities, and the enjoyment of the open country. In the evening, there will be social gatherings, illustrated lectures on French life and art, dramatics, reading of French poetry, musicales, etc.

Special accommodations for this school are provided in Pearsons Hall, with separate tables in the great dining hall, and the exclusive use of the social hall in Pearsons on Monday, Wednesday, and Friday evenings of each week. The number of students in French is limited.

The French House is generously provided with French books, pictures, periodicals and newspapers, and everything

possible will be done to create a French atmosphere. Officers of the Bureau of Schools, France, will cooperate with the Director of the French School in securing materials illustrative of French life and art for use in the French Department. There will be a French teacher in charge of each of the tables in the dining hall. Thus students of the Department will have the opportunity to hear and speak and think French continuously throughout the Summer Session.

ITALIAN

The Italian Department will be in charge of Miss Amy A. Bernardy, Educational Representative of the Italian Government in America. Miss Bernardy has had a wide range of experience as an educator, author, traveler and representative of the Italian Government in doing War and Relief Work in Switzerland and the United States. She will offer courses in Italian language, history and art.

Hillside Cottage will be reserved as the home of the Italian Department, where every possible facility will be provided to insure an Italian atmosphere for the students in attendance. Special tables in the large dining hall will be reserved for the students of Italian.

SPANISH

Señor Julián Moreno-Lacalle, of the Department of Modern Languages, United States Naval Academy, Annapolis, Md., who directed the Spanish Department last year, will be at the head of the Department in 1918. Professor Lacalle will be assisted by a corps of Spanish educators of recognized standing in the field of education. The administration of the department, both educationally and socially, will be on a larger scale and more carefully planned than during its first year at Middlebury.

The aim of the Spanish Department is to furnish to teachers and students of the language an essentially Spanish atmosphere and home life. The first step in the attainment of this end is to secure for the teaching staff a group of native educators of highest professional training. No pains have been spared to secure a teaching staff of recognized professional attainments and in numbers to insure class-room instruction to small groups of students. This daily and almost hourly contact with Spanish educators of the first rank assures a wholesome command of the spoken word to the student teacher.

The courses of study have been planned to meet the real and practical needs of teachers of Spanish in American schools and colleges. They are of collegiate and post-graduate grade, in the field of the language, literature and social institutions of Spain and Latin-America. No elementary courses will be offered.

A unique and attractive feature is the practice of holding class recitations out-of-doors on shaded portions of the campus. Afternoon readings and talks are frequently held under the trees. Emphasis will be placed upon chorus singing of Spanish songs and practice in Spanish folk dancing. Several illustrative lectures relating to the different courses offered are given weekly by members of the Spanish faculty.

Hepburn Hall is reserved entirely for the home of the Spanish Department. Here faculty and students will live in a Spanish atmosphere, with Spanish the language that students will hear and use constantly during their course. An attractive dining hall is connected by a loggia with the Spanish Home. The social hall is furnished with papers, magazines, music and works of art which bring students of the language into close and vital relationship with Spanish life.

MUSIC

A SPECIAL circular is issued of the Department of Music, which will be conducted by Miss Minnie Hayden of Boston, well known as a teacher of voice. Miss Hayden will continue this year the special course in public school music, which proved exceptionally helpful to those engaged in musical instruction in educational institutions who have taken the course in previous years.

Miss Hayden will be assisted again by Mr. Harris S. Shaw, of Boston, who will offer courses in piano, organ, harmony and counterpoint, and have charge of the music in Mead Memorial Chapel.

TUITION AND FEES

STUDENTS in Modern Language courses will pay $30 tuition for their course in addition to the registration fee of $5. Students in the School of Music will pay the registration fee and the tuition rates as indicated in the description of the music course. Other students enrolling in the Summer Session will pay a tuition charge of $20 in addition to the registration fee and the laboratory fees. Full tuition rates in a subject, except in Music, allow students to take three five-hour courses; additional courses are subject to special consideration. *No charge for instruction is made to Vermont teachers and to clergymen* who enroll in the regular session.

Tuition in Music, courses 1, 2, 3 and 4, will be $20 per course. Students may take two or more of the above courses at $15 per course. In courses 5, 6, 7 and 8, where private instruction is given daily with opportunity for piano and organ practice, the tuition is $35 per course. Students taking any of the courses 5-8 will be allowed special rates if they elect courses 1-4.

Vermont teachers are persons actually engaged in teaching in Vermont and holding a certificate issued by the state. All such who desire exemption from tuition should bring credentials with them.

Graduates of Middlebury College of the class of 1918 who have met the pedagogical requirements of the State Board of Education may avail themselves of the privileges of Vermont teachers and pay only the registration fee for matriculation. Other students of the college will pay also the tuition fee for instruction.

A laboratory fee of $5 is charged in each laboratory course in Chemistry.

Residents of Middlebury or Addison County may register in any single course offered for $5 in addition to the regular registration and laboratory fees, or in any two courses for $10 in addition to these fees.

Pupils in the demonstration classes will be registered at $5 each.

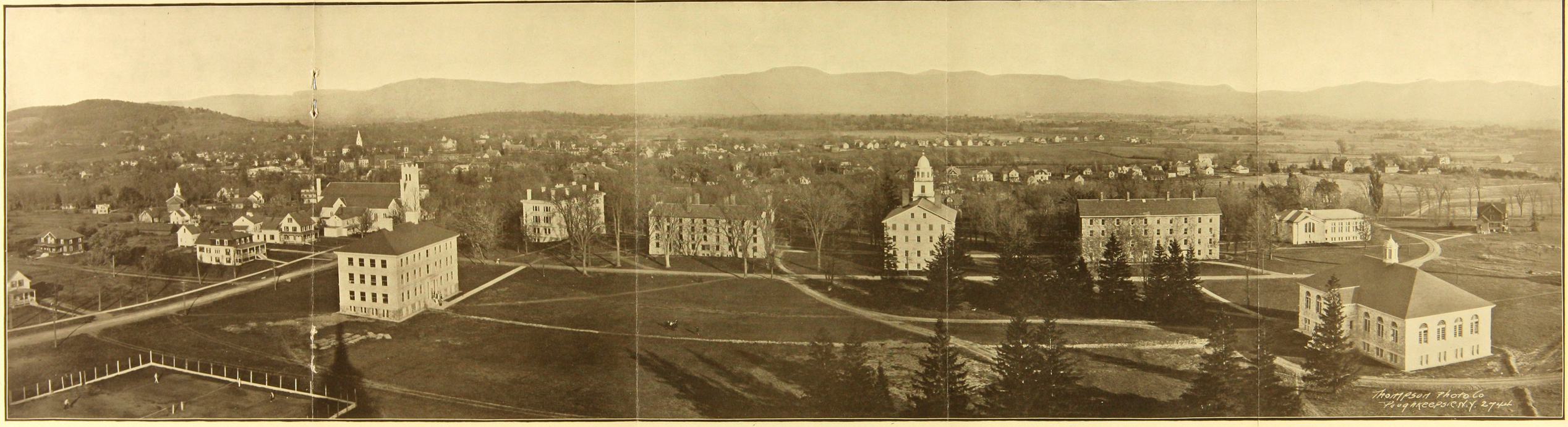
Books and supplies may be purchased at the College Book Store.

AUDITORS

Persons regularly registered in the Summer Session may apply to the Director for auditors' tickets, which will admit them as listeners to specified lecture courses in which they are not enrolled as students for credits. Such requests will be honored so far as possible when they do not interfere with the work of the regular students.

BOARD AND ROOM

A pleasant home life, so difficult to reproduce in the barrack-like atmosphere of most men's colleges, is provided



HILLSIDE COTTAGE MUSIC HALL CHEMISTRY BUILDING WARNER SCIENCE HALL PAINTER HALL OLD CHAPEL STARR HALL EGBERT STARR LIBRARY MCCULLOUGH GYMNASIUM

THE LOWER CAMPUS AND THE VILLAGE

at the college dormitories at a minimum cost. Separate tables are provided for members of the Language Schools and a separate dining hall in the case of the Spanish School. The college farm, dairy, and garden are drawn upon for fresh and seasonable supplies, and it would be hard to duplicate at summer resorts, at twice the cost, the accommodations thus provided. Board with fully furnished rooms are provided at Hepburn Hall, Pearsons Hall, Battell Cottage and Hillside Cottage at prices varying from $8 to $12 a week, according to the location of the room or suite.

Occasionally cottages or houses in or near the village may be rented for the session or for the summer, and accommodations can be secured outside the college in numerous homes and the excellent hotels of the village. The Director will be glad to aid any persons desiring to secure accommodations outside the college, but all the business arrangements must be concluded by the parties concerned.

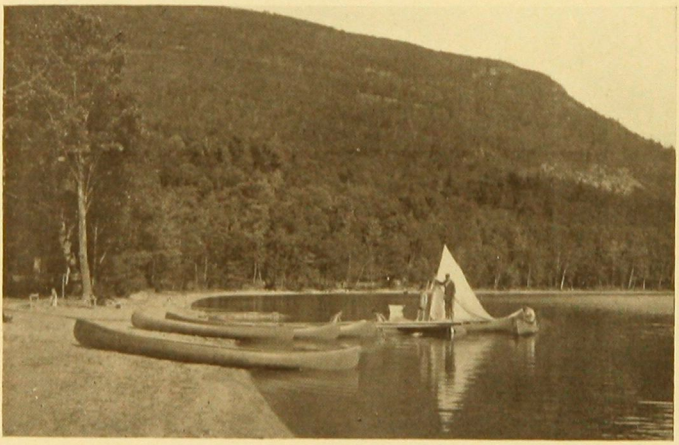
THE OPENING OF THE SESSION

All students should plan to arrive in season to begin work at the opening of the session. In order to accommodate students wishing to avoid Sunday travel, the halls of residence will be open on Saturday, July 6, and students may also register on that day. Monday will be taken up by registration and assignments of class work; recitations will begin promptly Tuesday morning. The first general assembly of students and instructors will occur in McCullough Gymnasium, Tuesday evening at eight o'clock.

PRELIMINARY REGISTRATION

The Director will appreciate it if students will inform him of their intention to attend the session and state the courses of study they desire. Any one expecting to attend is asked to notify the office of the Director and make early reservation for board and room. A reservation fee of $5 will be required after the first of June. Persons who desire fuller information may address the Director.

Professor Raymond McFarland,
Middlebury College,
Middlebury, Vermont.



Lake Dunmore and Moosalamoo Mt.

COURSES OF INSTRUCTION

CHEMISTRY

ARTHUR RANDALL DAVIS, A. B.
Assistant Professor of Chemistry

1. ORGANIC CHEMISTRY. *b*

Lectures and laboratory work. A study of the synthesis and reactions of the more important classes of organic compounds. The work will be adapted so far as possible to the individual needs of the student, particularly in the laboratory. Laboratory fee, $5. Daily at 2:00. *Assistant Professor Davis.*

2. INDUSTRIAL CHEMISTRY. *c*

Lectures and collateral reading. Students may specialize in some particular industry or field of investigation such as the manufacture of dyes, paper, rubber, explosives, paints, metallurgical and coal tar products. There will be periods for consultation and discussion. Laboratory fee, $5. Daily at 3:00.

Assistant Professor Davis.

3. ADVANCED INORGANIC CHEMISTRY AND LABORATORY METHODS. *c*

The principal theories of inorganic chemistry will be considered such as the atomic theory, the periodic classification, electrolytic dissociation, solution, and valence. The methods of teaching secondary school chemistry will be discussed. Laboratory practice in manipulation. Laboratory fee, $5. To be arranged.

Assistant Professor Davis.

EDUCATION AND PSYCHOLOGY

RAYMOND MCFARLAND, A. M.
Professor of Secondary Education

FRANK E. HOWARD, PH. D.
Assistant Professor of Pedagogy

1. THE TEACHING OF COMMUNITY CIVICS. *a, b*

A study of the general method of teaching Community Civics with special reference to the Junior High School; its place in the curriculum, text-books, source and laboratory materials, and the use of first-hand information. The citizen and the community, public hygiene and sanitation, civic recreation, community betterment, agencies of communication and transportation, waste and saving, community surveys and other topics relating to the subject are discussed. Daily at 10:00. *Professor McFarland.*

2. MEASUREMENT OF EDUCATIONAL PRODUCTS

A study of the means to secure greater efficiency in school instruction through the use of scientific scales and tests. Derivation and application of tests devised by Courtis, Thorndike, Starch, Kelley, Hillegas and others will be considered. The use of measurements in determining the value of methods will be emphasized. The course deals with both elementary and high school subjects. Daily at 9:00. *Doctor Howard.*

3. SEMINAR IN SECONDARY EDUCATION

An intensive study of some of the current vital problems in the field of high school administration and instruction, including those of the junior high school. The work will consist largely of reports, conferences, and individual assignments. Designed especially for principals and teachers in service. College seniors and juniors who have had sufficient work in psychology and education will be admitted to the course. Daily at 11:00. *Doctor Howard.*

ENGLISH

THOMAS GODDARD WRIGHT, PH. D.
Department of English, Sheffield Scientific School, Yale University

FRANK W. CADY, A. M., B. LITT. (OXON)
Professor of English Composition

GLADYS LOTT
Teacher of Expression, Boston and New York

1. SHAKESPEARE. *b, c*

A comedy, a history, and a tragedy will be read as a basis for a study of Shakespeare's knowledge of dramatic theory and technic. The course may be called a brief study of Shakespeare, the dramatic artist. To make it of direct value to teachers, the plays studied will be chosen from the lists prescribed for reading and study in high schools. Daily at 3:00. *Professor Cady.*

2. ENGLISH POETRY OF THE NINETEENTH CENTURY. *b, c*

A study of the work of the representative poets of the period and of their position in relation to the literary, social, and intellectual movements of their times. Lectures, discussions, reports, and papers on special topics. Among those studied will be Wordsworth, Coleridge, Scott, Byron, Shelley, Keats, Tennyson, Browning, Arnold, Rossetti, Morris, Swinburne. Daily at 9:00.
Doctor Wright.

3. AMERICAN POETRY OF THE NINETEENTH CENTURY. *b, c*

A study of the poetry of Bryant, Poe, Emerson, Longfellow, Whittier, Holmes, Lowell, Whitman, and Lanier. Similar in nature to Course 2 above. Daily at 10:00. *Doctor Wright.*

4. Composition. *b, c*

This is a course in composition method; the theory which should be behind it and the problems which it involves. Particular attention will be paid to the problems which present themselves to high school teachers. Daily at 2:00. *Professor Cady.*

5. The Art of Reading. *a*

While this course is basically designed to awaken and develop in the student the ability to interpret good literature orally in a vital and interesting manner, it also includes the training of teachers in practical methods and processes to be used with classes in oral English and public speaking. Special attention is given to voice production, diction and enunciation. Daily at 11:00. *Miss Lott.*

6. Story-Telling. *a*

Story-telling has again taken its place among the arts. Its present popularity seems to be an outgrowth of the recognition of its educational value and teachers are adopting it in their class-rooms. This course is designed to help teachers, librarians and others to acquire the knowledge of how to tell stories and what stories to tell. Daily at 3:00. *Miss Lott.*

7. Dramatic Production

The staging of plays is so generally demanded at schools and colleges that teachers of English should equip themselves to direct this line of student activity in close relation to the work in English. This course gives the traditional stage business, dramatic situation and development of plot connected with examples of modern and classical drama to be found in the English course, and will prove of special value to students and teachers of Shakespearean drama. *To be arranged.* *Miss Lott.*

Note: Miss Lott will take a limited number of private pupils in dramatic reading. Costume recitals of songs and readings will be outlined and coached for students interested in the art of "diseuse" as exemplified by Mme. Yvette Guilbert and Kitty Cheatham.

FRENCH

H. P. Williamson de Visme, a. m.
Director of the Ecole du Château de Soisy, France

G. D. de la Jarrie, b. ès l., b. ès s., m. d.
Officer of Public Instruction, France

Léa Emilie Surleau, b. c.
Head of French Department, Emma Willard School, Troy

Marguerite Billard
Department of French, Smith College

1. Course in Pedagogy. *c*

(*a*) Educational theories considered with special reference to secondary education. Tuesday, Thursday at 9:00.

(*b*) Conferences upon several contemporaneous people. A course complementary to course 1 (*a*). Monday at 9:00.

H. P. Williamson de Visme.

2. Gustave Flaubert. *c*

A study of the life, works and influence of Gustave Flaubert. Wednesday, Friday at 9:00. *H. P. Williamson de Visme.*

3. Victor Hugo and His Works. *c*

A study of the life and principal works of Victor Hugo. His poetry; Notre-Dame de Paris; works written when exiled from Paris; his novels; Victor Hugo as thinker, prophet and philosopher. The poet judged by other poets. Daily at 8:00.

Doctor de la Jarrie.

4. French Philology. *c*

Phonetics. Changes in the structure of words due to the adding of prefixes and suffixes and to the substitution of one letter for another. Etymology. French Lexicon. Celtic, Germanic, Italian, Spanish, English, Slavonic, Greek, Latin and Oriental groups. French and French dialects. Grammar. Syntax. Daily at 11:00.

Doctor de la Jarrie.

5. French Vocabulary. *b*

A methodical and progressive study of words in common use considered as to their orthography, their meaning and their uses in the formation of phrases. Daily at 10:00.

H. P. Williamson de Visme.

6. La Langue Française Par La Dictée. *b*

Methodical drill on the formation of words, on verbs, on grammar. Commentary of the text. Composition suggested by the text. Books: "La Langue Française par la dictée," to be had at the College Book Store. Monday, Tuesday, Thursday, Friday at 10:00.

Mlle. Surleau.

7. Famous French Literary Women. *b*

Study of the lives, works and historical settings of French women famous in Literature. Books: La Princesse de Clèves by Mme. de Lafayette; Lettres de Mme. de Sevigne; Selections by Mme. de Staël; François le Champi by George Sand; La Joie fait peur by Mme. de Girardin. Tuesday, Thursday at 2:00.

Mlle. Surleau.

8. Direct Method of Language Instruction. *b*

Practical lessons in the teaching of French. Natural method. The lesson is given in part by the instructor and partly by the student teacher. Discussions on methods used. Daily at 9:00.

Mlle. Surleau.

9. Romanticism and Lyric Poetry in the 19th Century. *b*

Analysis of the principal poems of the time with explanations of the text by the students. Daily at 8:00. *Mlle. Billard.*

10. Course in Reading and Composition. *b*

A course in reading and advanced composition both written and oral. Dissertation on some literary subjects for advanced students. Daily at 11:00. *Mlle. Billard.*

ITALIAN

AMY A. BERNARDY
Educational Representative of the Italian Government

1. LANGUAGE. *b*

Italian language, literary and idiomatic. Its connections with Latin, French and Spanish. A working acquaintance with grammar and vocabulary, as a preparation to sight-reading and easy understanding of current literature. Daily at 9:00.
Miss Bernardy.

2. SURVEY OF ITALIAN LITERATURE, HISTORY AND ART. *a, b*

From the early middle ages up to the XIX Century. Suggestions for collateral readings and individual research. Daily at 10:00.
Miss Bernardy.

3. MODERN ITALY. *a, b*

Political and social evolution. Problems and achievements of modern Italian life. A preparation to intelligent reading and traveling about Italy. Daily at 11:00. *Miss Bernardy.*

MUSIC

(*See Special Circular of the Department of Music*)

MISS MINNIE HAYDEN
Teacher of the Art of Singing, Steinert Hall, Boston

HARRIS S. SHAW
Teacher of Music, Boston

1. SCHOOL OF MUSIC. *a, b*

This course is intended to provide the preparation and equipment necessary for a Supervisor of Music in public schools. Among the topics treated are the methods of presenting music in the primary and grammar grades with *definite lesson plan for each grade.* Daily at 8:00. *Miss Hayden.*

2. Music Reading and Melodic Notation. *a*

A course designed to meet the needs of all who are deficient in rhythm, intervals, scales and those unable to read vocal music with felicity. Daily at 9:00. *Miss Hayden.*

3. Elementary Harmony. *a*

The elements of music, scales, key, names, signatures, intervals, triads, cadences, tonality; the harmonization of bases and melodies with triads and their inversion; harmonic dictation. To be arranged. *Harris Shaw.*

4. Advanced Harmony. *a, b*

Dominant seventh chords; leading-tone seventh chords; diminished seventh chords; secondary seventh chords; ninth chords; altered chords; supervision appoggiaturas; modulation, harmonic analysis, simple counterpoint. To be arranged. *Harris Shaw.*

5. Progressive Series Piano Lessons. *a, b*

This series of lessons is edited by Godowsky, Sauer, Kelley, Kroeger and others; it is being standardized throughout the country and will enable students to obtain music credits towards a degree or diploma. The series will require daily work. To be arranged. *Harris Shaw.*

6. Voice Building. *a*

A voice builder develops and strengthens the voice as physical culture develops and strengthens the body. This work is done in half hour daily lessons. It has been shown that daily drill faithfully accompanied by systematic practice will enable students to accomplish more in the six weeks of the Summer Session than can be done by weekly lessons covering a period of several months. To be arranged. *Miss Hayden.*

7. Song Interpretation. *a*

Includes coaching in Oratorio and Operatic Arias. Private lessons for students desiring instruction in song interpretation in English, Italian and French, and coaching in oratorio and songs. To be arranged. *Miss Hayden.*

8. Piano, Organ and Harmony. *a, b*

Private lessons in Piano, Organ Harmony, Musical Form and any of the Theoretical Branches. To be arranged. *Harris Shaw.*

PHYSICAL EDUCATION

Janette Leonora Smith

1. Hygiene and Physical Education for Elementary Schools. *a*

The course will consider first the main topics of school hygiene, such as the detection of abnormalities of sight and hearing, the evil effects of adenoids, tonsils, and bad teeth, the prevention of contagious diseases, and the emergency treatment of school accidents and injuries. Next will be considered the construction of a curriculum in Physical Education for Elementary Schools. The methods and materials in gymnastics, games and folk dances for school and play ground use will be noted in detail. Daily at 2:00.

2. Physical Education for Women. *a*

The course includes instruction in gymnastics, games, folk dancing, and athletic sports. Daily at 3:00.

3. Open Hour for Group Games and Dances

Any student of the college is welcome in this group, which is organized with the hope of giving exercise and enjoyment to its members and of supplying material for use in playgrounds and recreation centers. Competitive games and the simple forms of national dances, including English and American country dances, will be taught in this group. Hours to be announced.

SOCIAL SCIENCES

RAYMOND MCFARLAND, A. M.
Professor of Secondary Education

HENRY W. LAWRENCE, JR., PH. D.
Assistant Professor of History

1. RECENT EUROPEAN HISTORY (SINCE ABOUT 1870). *a, b*

This period has been aptly called "The Era of the Benevolent Bourgeoisie." Its treatment here will include, besides the usual political history, a good deal of attention to the social and diplomatic factors, such as religion and science, socialism and syndicalism, social legislation, the new imperialism, the Europeanization of Asia, Africa, and America, international rivalries and alliances, the causes of the Great War. Daily at 8:00.

Doctor Lawrence.

2. THE TEACHING OF COMMUNITY CIVICS. *a, b*

A course dealing with methods of teaching Community Civics in the Junior High School. See Education I for a fuller statement of this course. Daily at 10:00. *Professor McFarland.*

3. INTRODUCTION TO SOCIOLOGY. *a, b*

Sociology is not a mere collection of ideas on social reform; it is a science. "The purpose of Sociology is, first, to understand society; then to enable us to formulate a scientific program of social betterment." Sociology is gradually increasing man's control over his relations with his fellow men. It studies such things as the growth of institutions,—the family, the state, the business world; the defects in each of these at the present time; and how such defects as divorce, sex evils, crime, war, poverty, and exploitation, may be cured and prevented. Daily at 11:00.

Doctor Lawrence.

NOTE: Courses 2 and 3 are offered at the suggestion of the State Commission of Education.

SPANISH

Señor Julián Moreno-Lacalle, a. b.
Department of Modern Languages, U. S. Naval Academy, Annapolis, Md.

Señor José Martel, a. b.
Department of Modern Languages, U. S. Naval Academy, Annapolis, Md.

Félipe Janer Soler, ph. g.
Department of Education, University of Porto Rico

Molton Avery Colton, a. b.
Department of Modern Languages, U. S. Naval Academy, Annapolis, Md.

Carolina Marcial Dorado, b. a.
Formerly of the University of Porto Rico

Señor Balbino Dávalos
Professor of Spanish, University of Minnesota

1. Methodology. *b, c*

Theory. A systematic study and discussion of methods, technique, and devises in teaching Spanish. Among the points to be covered will be: Selection, preparation and presentation of subject-matter; planning of courses; lesson plans; distribution of time; selection of text-books; *realia;* questioning; examinations; the teacher's preparation and equipment.

Practice. How to teach Spanish pronunciation on a phonetic basis; practical application of the analytical-inductive method; trying out of lesson plans, etc.

In connection and as a part of this course normal classes will be conducted under Señor Lacalle. Students taking this course will be required to take charge of these experimental classes three times a week. Daily at 9:00. *Professor Lacalle.*

2. Castilian Phonetics. *b, c*

A comparative study of Spanish phonetics: Bases of phonetics and methods of investigation; vocal organs; phonetic transcription; classification of sounds; terminology and definitions of phonetics. A minute and detailed study of Spanish sounds and phonetic phenomena compared with those of English, French and German. Practical exercises and drills. Daily at 11:00.

Professor Colton.

3. Advanced Spanish Grammar and Rhetoric. *b, c*

This course is an introductory work in which the foundation of literature is laid. It covers the following points: (1) historical study of Spanish grammar; (2) syntactical analysis; (3) general study of rhetoric, forming as it does, the artistic side of language work. It serves as a valuable complement to the historical study and syntactical analysis of grammar; (4) free composition; exercises in literary descriptions, themes, essays, short stories, reading, analysis and criticism of literary masterpieces. Daily at 8:00.

Professor Janer.

4. Spanish Literature. *b, c*

A general study of contemporary literature (1868-1918); novel, drama, poetry and short stories. Oral and written discussions on modern Spanish authors and their works. Daily at 2:00.

Senorita Marcial.

This is to be the first course in a cyclic series of four courses in Spanish literature. The other three, to be given in succeeding sessions, will be as follows: 2nd, The Times of the Romanticism; 3rd, Classic Literature; The Golden Age; 4th, Ancient Spanish Literature from the Roman Period.

5. Spanish *Realia*, Conversational. *b, c*

With subject-matter dealing with the history, geography, government, commerce and customs (*realia*) of Spain, this course will offer intensive work in conversation, its two-fold aim being to impart to the student a fluent and practical use of modern Spanish, and a knowledge of things Spanish. Daily at 10:00.

Professor Martel.

6. Latin-America *Realia*, Conversational. *b, c*

Like the Spanish *Realia* course, the aim of this course is two-fold, that of affording intensive conversational drill and of imparting a knowledge of the history, geography, politics, commerce and customs of the Latin-American Republics. Daily at 10:00.

Professor Dávalos.

Intermediate

7. Spanish Grammar and Composition. *b*

Pronunciation, grammar, reading, translation and composition. Pronunciation is taught on a phonetic basis; the grammar topics are developed inductively. Daily, two divisions, at 8:00 and 2:00.

Assistants.

8. Spanish Conversation. *b*

Systematic acquisition of an every-day working vocabulary. The subject-matter of this course will be the *realia* of Spain and of the Spanish-American Republics. Daily at 10:00. *Assistants.*

Note: Courses 7 and 8 will be given only on condition that there is suitable demand for them.

Folk Dancing Group

SUMMER SESSION STUDENTS

(E)—*English;* (F)—*French;* (G)—*German;* (M)—*Music;* (S)—*Spanish*

Lilian Abbott, Lynn, Massachusetts. (F).
Helen E. Adams, B. A., (*Colby*), Saxtons River, Vermont. (E).
Irene Adams, Middlebury, Vermont. (E).
Alice O. Albertson, A. B., (*Bryn Mawr*), Philadelphia, Pennsylvania. (G).
Jessie A. Albritton, Washington, D. C. (S).
Walter E. Anderson, Fitchburg, Massachusetts. (E).
Helen W. Auger, Jamaica, New York. (M).
C. Grace Ayres, A. B., (*Boston University*), Winthrop, Massachusetts. (S).
Mabel E. Bagger, Brooklyn, New York. (M).
Elizabeth J. Baldwin, Middlebury, Vermont. (E).
Marion M. Ballou, B. A., (*Mt. Holyoke*), Rutland, Vermont. (E).
Almira M. Bardin, Willimansett, Massachusetts. (M).
Lucy L. Bell, Sparkell, New York. (S).
Ruth K. Benton, B. A., (*Wellesley*), M. A., (*Brown*), Providence, Rhode Island. (F).
Charlotte S. Bissell, A. B., (*University of Michigan*), Toledo, Ohio. (F).
Manuel O. Bolivar, Middlebury, Vermont. (E).
Clara Bourdeau, Middlebury, Vermont. (E).
Adelaide L. Briggs, B. A., (*Bates*), Portland, Maine. (F).
Fannie E. Brockway, West Hartford, Vermont. (F).
Myra S. Brown, Ph. B., (*Alfred*), Leonardsville, New York. (G).
Emilie E. M. Bruning, A. B., (*Barnard*), Brooklyn, New York. (S).
Marion E. Bulley, A. B., (*Smith*), New Haven Connecticut. (G).
Bessie R. Burchett, A. B., A. M., Ph. B., (*University of Pennsylvania*), Philadelphia, Pennsylvania. (G).
Edith Burr, A. B., (*Smith*), Pemberton, New Jersey. (F).
Lilian S. Burt, B. A., (*Mt. Holyoke*), Torrington, Connecticut. (S).
Darrell Butterfield, Middlebury, Vermont. (E).
Mildred Cady, Middlebury, Vermont. (E).
Edgar Campbell, B. A., (*Bucknell*), Utica, New York. (G).
Rieta Campbell, Ripton, Vermont. (E).
James Cardell, Bristol, Vermont. (E).
Isabelle Carrigan, A. B., (*Middlebury*), Pittsford, Vermont. (F).
Therese Cassel, B. A., (*Barnard*), New York City (S).
Ruth L. Chapel, North Troy, Vermont. (E).
Martha D. Chase, (Mrs.), A. B., (*Boston University*), Portland, Maine. (F).
Guy N. Christian, Georgetown, Massachusetts. (E).
Alice B. Chubb, B. A., (*Toronto*), Philadelphia, Pennsylvania. (F).

Ethel L. Chubb, B. A., M. A., (*Toronto*), Philadelphia, Pennsylvania. (E).
Wan Chuck, Canton, China. (S).
Marion L. Clark, A. B., (*Mount Holyoke*), Buffalo, New York. (G).
Ruth P. Clark, New London, Connecticut. (S).
Pearl S. Clarke, Brooklyn, New York. (M).
Helen M. Cook, Cambridge, Massachusetts. (G).
Clarissa I. Cooledge, Dorset, Vermont. (E).
Marguerite A. R. Cordes, A. B., (*Cornell*), New York City. (S).
Frances E. Cowdrick, B. A., (*Smith*), Toms River, New Jersey. (F).
Ella M. Crumb, Ph. B., (*Alfred*), Alfred, New York. (G).
Marion E. Currier, A. B., (*Mt. Holyoke*), Concord, New Hampshire. (G).
Susanna Y. Cushing, (Mrs.), Providence, Rhode Island. (G).
Charles A. Danolds, Middlebury, Vermont. (E).
Said Dartley, Middlebury, Vermont. (E).
Isabelle M. Day, (Mrs.), Lynn, Massachusetts. (S).
Elise Degenring, Elizabeth, New Jersey. (G).
Caroline E. DeGreene, Ph. B., A. M., (*University of Michigan*), Philadelphia, Pennsylvania. (G).
Charles DeSales, Tarrytown-on-Hudson, New York. (F).
Marie Dilger, Jamaica, New York. (S).
Harold F. Drew, Haverhill, Massachusetts. (E).
Gladys H. Dubois, Edgewood, Rhode Island. (F).
Rena Dumas, Middlebury, Vermont. (M).
Marguerite Dyer, Middlebury, Vermont. (M).
Louise Ehlers, Philadelphia, Pennsylvania. (S).
Emma Eichler, (*Konigsberg, Germany*), New York City. (S).
Robert S. English, Charlotte, Vermont. (E).
Ida Erdtmann, Staats-Examen, (*Germany*), Dobbs Ferry, New York. (S).
Martha L. Eveleth, A. B., (*Boston University*), Winthrop, Massachusetts. (S).
Carrie Everts, Salisbury, Vermont. (E).
Mildred B. Everts, Salisbury, Vermont. (E).
Charlotte C. Faust, A. B., (*Cornell*), A. M., (*Columbia*), Brooklyn, New York. (F).
Edna L. Fegtly, Ph. B., (*Des Moines College*), Des Moines, Iowa. (G).
Kate E. Ferrin, Derby, Vermont. (E).
Marguerite Fiske, (Mrs.), Hancock, Vermont. (E).
Paulyle W. Flavell, A. B., (*Smith*), Plymouth, Massachusetts. (G).
Olive Flowers, New York City. (F).
Ina A. Fogg, A. B., (*Bates*), Gray, Maine. (F).
Linda M. French, A. B., (*Boston University*), New Brighton, New York. (S).
Esther Frost, Middlebury, Vermont. (M).

Stefanie F. Geiger, Forest Glen, Maryland. (S).
Laura von Gerichten, B. S., (*Ohio State University*), Columbus, Ohio. (G).
Emma E. Germann, Brooklyn, New York. (E).
Wanetta C. Gill, New Haven Mills, Vermont. (E).
Mertie M. Gipson, Middlebury, Vermont. (E).
Mary O. Gosline, B. A., (*Mt. Holyoke*), Gardiner, Maine. (G).
Annie M. Greene, A. B., (*Radcliffe College*), Woodstock, Vermont. (F).
Miriam M. Groat, B. P., (*State College for Teachers, Albany*), Hudson Falls, New York. (F).
Clara L. Hall, Buffalo, New York. (S).
Wayne M. Haller, A. B., (*Middlebury*), Shelburne Falls, Massachusetts. (S).
Genevive G. Halnon, Middlebury, Vermont. (E).
Josephine Hardy, B. A., (*Wellesley*), Winterport, Maine. (G).
Alexander L. Harris, A. M., (*Queen's University*), Geneva, New York. (S).
Ethel E. Harris, A. B., (*Syracuse*), Watertown, New York. (G).
Elma W. Hedden, A. B., (*Goucher*), West Orange, New Jersey. (G).
Bertha C. Helmken, B. A., (*Adelphi*), Brooklyn, New York. (S).
Susie A. Hincks, Middlebury, Vermont. (E).
Mary H. Holmes, A. B., A. M., (*Wellesley*), Brooklyn, New York. (G).
Florence Hooker, (Mrs.), Middlebury, Vermont. (E).
Earl Frederick Horsford, B. S., (*Middlebury*), Charlotte, Vermont. (F).
Donald E. Hosmer, A. B., (*Dartmouth*), Pawtucket, Rhode Island. (F).
Mary L. Hull, Albany, New York. (S).
Catherine B. Hutzel, Brooklyn, New York. (G).
Ida M. Jacot, Potsdam, New York. (G).
Alice M. Jones, A. B., (*Smith*), A. M., (*University of California*), Albany, New York. (G).
Jessie W. Kelly, Allston, Massachusetts. (E).
Doris A. Kendall, Brandon, Vermont. (E).
Grace A. Kennedy, A. B., (*Radcliffe*), Somerville, Massachusetts. (S).
Margaret C. Kennedy, A. B., (*Radcliffe*), Winter Hill, Massachusetts. (S).
Pauline A. Kent, (Mrs.), Middlebury, Vermont. (M).
Evelyn Krauter, Summit, New Jersey. (S).
Julius Landowne, B. A., (*College City of New York*), M. A., (*New York University*), New York City. (S).
Dorothy Larned, A. B., (*Mt. Holyoke*), Framingham, Massachusetts. (G).
Clara Lindner, A. B., (*Vassar*), New York City. (S).
Edgar L. Lord, Dennis, Massachusetts. (E).

Maud E. McPherson, B. A., M. A., (*George Washington University*), Washington, D. C. (S).
Rena M. Mack, Middlebury, Vermont. (E).
Charlotte C. Marsh, Bridgeport, Connecticut. (E).
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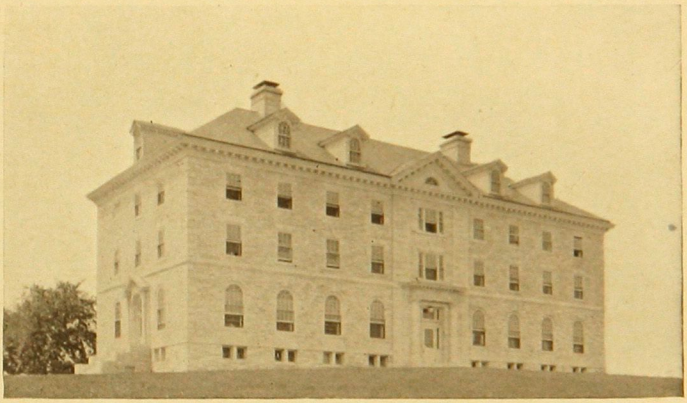

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